Preventing SCHOOL Failure

Alternative Education for Children and Youth

Annual Index for Volume 52

Authors

Akos, Patrick. See Milsom, Amy.

Anderson, Cynthia M. See Scott, Terrance M.

Boling, Charlotte J., and Evans, William H., *Reading Success in the Secondary Classroom*, Winter (2), 59–66.

Burke, Mack D., and Vannest, Kimberly J., *Behavioral-Progress Monitoring Using the Electronic Daily Behavioral Report Card (e-DBRC) System*, Spring (3), 51–59.

Cartledge, Gwendolyn, Singh, Angella, and Gibson, Lenwood, *Practical Behavior-Management Techniques to Close the Accessibility Gap for Students Who Are Culturally and Linguistically Diverse*, Spring (3), 29–38.

Cieslar, Whitney, McLaughlin, T. F., and Derby, K. Mark, *Effects of the Copy, Cover, and Compare Procedure on the Math and Spelling Performance of a High School Student with Behavioral Disorder: A Case Report*, Summer (4), 45–51.

Dawson, Shirley. See Hardman, Michael L..

Derby, K. Mark. See Cieslar, Whitney.

Ehrensberger, Wendy. See Hong, Barbara.

Ellis, Edwin. See Rock, Marcia L.

Evans, William H. See Boling, Charlotte J.

Foegen, Anne. See Stecker, Pamela M.

Gable, Robert A. See Rock, Marcia L.; Schoenfeld, Naomi A.; and Watson, Silvana M. R.

Gibson, Lenwood. See Cartledge, Gwendolyn.

Goodnough, Gary. See Milsom, Amy.

Gore, Michele T., and Janssen, Karen N., *What Educators Need to Know About Abused Children With Disabilities*, Fall (1), 49–55.

Gregg, Madeleine. See Rock, Marcia L.

Hardman, Michael L., and Dawson, Shirley, *The Impact of Federal Public Policy on Curriculum and Instruction for Students With Disabilities in the General Classroom*, Winter (2), 5–11.

Harrison, Judy, and Vannest, Kimberly, *Educators Supporting Families in Times of Crisis: Military Reserve Deployments*, Summer (4), 17–23.

Hong, Barbara, and Ehrensberger, Wendy, *Assessing the Mathematical Skills of Students With Disabilities*, Fall (1), 41–47.

Janssen, Karen N. See Gore, Michele T.

King-Sears, Margaret E., *Using Teacher and Researcher Data to Evaluate the Effects of Self-Management in an Inclusive Classroom*, Summer (4), 25–34.

Kissel, Brian, Tips for Teaching: *Promoting Writing and Preventing Writing Failure in Young Children*, Summer (4), 53–56.

Kloo, Amanda, and Zigmond, Naomi, *Coteaching Revisited: Redrawing the Blueprint*, Winter (2), 12–20.

Knesting, Kimberly, *Students at Risk for School Dropout: Supporting Their Persistence*, Summer (4), 3–10.

Lembke, Erica S. See Stecker, Pamela M.

Macrine, Sheila L. See Sabbatino, Eileen D.

Mayer, Matthew J., and Patriarca, Linda A., *Behavioral Scripts and Instructional Procedures for Students With Learning and Behavioral Problems*, Fall (1), 3–12.

Mayes, Thomas, *Students With No-Contact Orders Against Abusive Classmates: Recommendations for Educators*, Summer (4), 37–44.

McCollin, Michelle. See McQuiston, Kathleen.

McLaughlin, T. F. See Cieslar, Whitney.

McQuiston, Kathleen, O'Shea, Doris, and McCollin, Michelle, Tips for Teaching: *Improving Phonological Awareness and Decoding Skills of High School Students From Diverse Backgrounds*, Winter (2), 67–70.

Meier, Catherine R. See Morgan, Paul L.

Meo, Grace, *Curriculum Planning for All Learners: Applying Universal Design for Learning (UDL) to a High School Reading Comprehension Program*, Winter (2), 21–30.

Milsom, Amy, Goodnough, Gary, and Akos, Patrick, *School Counselor Contributions to the Individualized Education Program (IEP) Process*, Fall (1), 19–24.

Morgan, Paul L., and Meier, Catherine R., *Dialogic Reading's Potential to Improve Children's Emergent Literacy Skills and Behavior*, Summer (4), 11–16.

O'Shea, Doris. See McQuiston, Kathleen.

Patriarca, Linda A. See Mayer, Matthew J.

Riccomini, Paul J. See Witzel, Bradley S.

Rock, Marcia L., *Introduction to the Special Issue: Improving Outcomes for Students With Exceptionalities in the General Curriculum*, Winter (2), 3–4; See Schoenfeld, Naomi A.

Rock, Marcia L., and Gable, Robert A., *Introduction to the Special Issue: A Blueprint for Implementing Evidence-Based Behavioral Supports*, Spring (3), 3–5.

Rock, Marcia L., Gregg, Madeleine, Ellis, Edwin, and Gable, Robert A., *REACH: A Framework for Differentiating Classroom Instruction*, Winter (2), 31–47.

Rozalski, Michael E. See Yell, Mitchell L.

Rutherford, Jr., Robert B. See Schoenfeld, Naomi A.

Sabbatino, Eileen D., and Macrine, Sheila L., *Start on Success: A Model Transition Program for High School Students With Disabilities*, Fall (1), 33–39.

Schoenfeld, Naomi A., Rutherford, Jr., Robert B., Gable, Robert A., and Rock, Marcia L., *ENGAGE: A Blueprint for Incorporating Social Skills Training Into Daily Academic Instruction*, Spring (3), 17–27.

Scott, Terrance M., Anderson, Cynthia M., and Spaulding, Scott A., *Strategies for Developing and Carrying Out Functional Assessment and Behavior Intervention Planning*, Spring (3), 39–49.

Singh, Angella. See Cartledge, Gwendolyn.

Spaulding, Scott A. See Scott, Terrance M.

Stecker, Pamela M., Lembke, Erica S., and Foegen, Anne, *Using Progress-Monitoring Data to Improve Instructional Decision Making*, Winter (2), 48–58.

Steele, Marcee M., *Teaching Calculator Skills to Elementary Students Who Have Learning Problems*, Fall (1), 59–62.

Storey, Keith, *Combating Ableism in Schools*, Fall (1), 56–58.

Vannest, Kimberly J. See Burke, Mack D., and Harrison, Judy.

Watson, Silvana M. R., Westby, Carol E., and Gable, Robert A., *A Framework for Addressing the Needs of Students Prenatally Exposed to Alcohol and Other Drugs*, Fall (1), 25–32.

Westby, Carol E. See Watson, Silvana M. R.

Witzel, Bradley S, and Riccomini, Paul J., *Optimizing Math Curriculum to Meet the Learning Needs of Students*, Fall (1), 13–18.

Yell, Mitchell L., and Rozalski, Michael E., *The Impact of Legislation and Litigation on Discipline and Student Behavior in the Classroom*, Spring (3), 7–16.

Zigmond, Naomi. See Kloo, Amanda.

Titles

Assessing the Mathematical Skills of Students With Disabilities, Barbara Hong and Wendy Ehrensberger, Fall (1), 41–47.

Behavioral Scripts and Instructional Procedures for Students With Learning and Behavioral Problems, Matthew J. Mayer and Linda A. Patriarca, Fall (1), 3–12.

Behavioral-Progress Monitoring Using the Electronic Daily Behavioral Report Card (e-DBRC) System, Mack D. Burke and Kimberly J. Vannest, Spring (3), 51–59.

Combating Ableism in Schools, Keith Storey, Fall (1), 56–58.

Coteaching Revisited: Redrawing the Blueprint, Amanda Kloo and Naomi Zigmond, Winter (2), 12–20.

Curriculum Planning for All Learners: Applying Universal Design for Learning (UDL) to a High School Reading Comprehension Program, Grace Meo, Winter (2), 21–30.

Dialogic Reading's Potential to Improve Children's Emergent Literacy Skills and Behavior, Paul L. Morgan and Catherine R. Meier, Summer (4), 11–16.

Educators Supporting Families in Times of Crisis: Military Reserve Deployments, Judy Harrison and Kimberly Vannest, Summer (4), 17–23.

Effects of the Copy, Cover, and Compare Procedure on the Math and Spelling Performance of a High School Student with Behavioral Disorder: A Case Report, Whitney Cieslar, T. F. McLaughlin, and K. Mark Derby, Summer (4), 45–51.

ENGAGE: A Blueprint for Incorporating Social Skills Training Into Daily Academic Instruction, Naomi A. Schoenfeld, Robert B. Rutherford, Jr., Robert A. Gable, and Marcia L. Rock, Spring (3), 17–27.

A Framework for Addressing the Needs of Students Prenatally Exposed to Alcohol and Other Drugs, Silvana M. R. Watson, Carol E. Westby, and Robert A. Gable, Fall (1), 25–32.

The Impact of Federal Public Policy on Curriculum and Instruction for Students With Disabilities in the General Classroom, Michael L. Hardman and Shirley Dawson, Winter (2), 5–11.

The Impact of Legislation and Litigation on Discipline and Student Behavior in the Classroom, Mitchell L. Yell and Michael E. Rozalski, Spring (3), 7–16.

Introduction to the Special Issue: A Blueprint for Implementing Evidence-Based Behavioral Supports, Marcia L. Rock and Robert A. Gable, Spring (3), 3–5.

Introduction to the Special Issue: Improving Outcomes for Students With Exceptionalities in the General Curriculum, Marcia L. Rock, Winter (2), 3–4.

Optimizing Math Curriculum to Meet the Learning Needs of Students, Bradley S. Witzel and Paul J. Riccomini, Fall (1), 13–18.

Practical Behavior-Management Techniques to Close the Accessibility Gap for Students Who Are Culturally and Linguistically Diverse, Gwendolyn Cartledge, Angella Singh, and Lenwood Gibson, Spring (3), 29–38.

REACH: A Framework for Differentiating Classroom Instruction, Marcia L. Rock, Madeleine Gregg, Edwin Ellis, and Robert A. Gable, Winter (2), 31–47.

Reading Success in the Secondary Classroom, Charlotte J. Boling and William H. Evans, Winter (2), 59–66.

School Counselor Contributions to the Individualized Education Program (IEP) Process, Amy Milsom, Gary Goodnough, and Patrick Akos, Fall (1), 19–24.

Start on Success: A Model Transition Program for High School Students With Disabilities, Eileen D. Sabbatino and Sheila L. Macrine, Fall (1), 33–39.

Strategies for Developing and Carrying Out Functional Assessment and Behavior Intervention Planning, Terrance M. Scott, Cynthia M. Anderson, and Scott A. Spaulding, Spring (3), 39–49.

Students at Risk for School Dropout: Supporting Their Persistence, Kimberly Knesting, Summer (4), 3–10.

Students With No-Contact Orders Against Abusive Classmates: Recommendations for Educators, Thomas Mayes, Summer (4), 37–44.

Teaching Calculator Skills to Elementary Students Who Have Learning Problems, Marcee M. Steele, Fall (1), 59–62.

Tips for Teaching: *Improving Phonological Awareness and Decoding Skills of High School Students From Diverse Backgrounds*, Kathleen McQuiston, Doris O'Shea, and Michelle McCollin, Winter (2), 67–70.

Tips for Teaching: *Promoting Writing and Preventing Writing Failure in Young Children*, Brian Kissel, Summer (4), 53–56.

Using Progress-Monitoring Data to Improve Instructional Decision Making, Pamela M. Stecker, Erica S. Lembke, and Anne Foegen, Winter (2), 48–58.

Using Teacher and Researcher Data to Evaluate the Effects of Self-Management in an Inclusive Classroom, Margaret E. King-Sears, Summer (4), 25–34.

What Educators Need to Know About Abused Children With Disabilities, Michele T. Gore and Karen N. Janssen, Fall (1), 49–55.